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ABSTRACT

This guide is intended for teachers who want to learn more about educational design of college courses. Chapter 1 identifies various pressures for change in designing courses and urges creation of conditions that foster deep learning. Chapter 2 examines various models of the course design process. Chapter 3 discusses beliefs, values and ideologies in course design, such as the traditional or discipline-based approach, the performance or systems-based approach, and the socially critical approach. Chapter 4 suggests research techniques for gathering information to make decisions about course goals and content. Chapter 5 discusses various course structures, including structure based on the logic of the subject matter; performance-, role-, and competence-based structures; project-, inquiry- or problem-based structures; and structure based on key (overarching) concepts, themes, or intellectual abilities. Chapter 6 considers ways to make learning opportunities more flexible, such as flexible entry and exit, alternative entry routes, and flexible delivery. Chapter 7 offers guidelines for formulating goals and objectives for units of study; and Chapter 8 discusses the variety of possible teaching strategies in the context of a five-step model of learning. Chapter 9 describes and compares various assessment approaches. The final chapter, Chapter 10, offers guidance for implementing the new course. (Contains approximately 150 references.) (DB)

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